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CHAPTER-I
INTRODUCTION

1.1 INTRODUCTION

Education is important to everyone in a nation. It plays a vital role to change the state of the country. No country can bring a revolution in it unless it’s people are educated enough to meet the challenges. Education makes a man realize about himself and his goals and to how to achieve them. Basically, education is divided into three groups. The education which teaches a society is called ‘social education’. The education which develops a personality inside a man himself is called ‘spiritual education’. The educational concern with the professionalism is called ‘vocational education’. No nation could make the progression unless it promotes all these kinds of education.

Learners want to be guided by human and social values, to mix with intelligent people, to unravel the unknown, to be in touch with the fast paced developments and to understand the essence of life. They seek quality education and prestigious qualifications leading to a secure and a comfortable career. Education all over the world is still looked upon as a harbinger of all other changes - social, cultural, economic, scientific and technical. One of the changes that are envisaged is that knowledge will not only be a source of authority, but also the capital for further development. Efforts must, therefore, be directed to develop human resources in a manner that they become sources of strength and wealth to the country. It would be a challenge to harness modern technologies for an all-round development and simultaneously retain the socio-cultural identity which has survived for centuries and which has influenced countries of both northern and southern hemispheres in their thoughts and actions.

The socio-economic development of any society depends on the growth of higher educational institutions and their involvement in dissemination of
knowledge, academic excellence and innovative research and development programmes leading to inculcating entrepreneurship, encouraging indigenous technology and developing new products, services and patents. Education in India is seen as one of the ways to speed up social mobility. It currently represents a paradox as Indian professionals are considered among the best in the world.

1.2 HISTORY OF INDIAN EDUCATION: A BRIEF REVIEW

In the India, early education was supervised by guru. Education was open to all and seen as one of a favourable form to achieve nobility and enlightenment. As the progression of time, the education was classified and imparted on the basis of caste and tasks performed by people. The Brahmins were imparted education related to scriptures, religion, philosophy and other ancillary branches, called as priest class. The warrior class was trained in various aspects regarding warfare, called as Kshatriya. The business class was trained in commerce, trade and other specific vocational courses, called as Vaishya. The working class called as Shudras, treated as lowest caste, was underprivileged of educational advantages. The earliest venues of education in India were often secluded from the main population. Strict monastic guidelines were prescribed by the guru and the students were expected to follow them strictly and stay in ashrams away from the city. Lot of books reflect the outlook of the world at the time. Book of laws, the Manuscript and Arthashastra were the best influential works at the ancient era.

Along with monasteries, Buddhist institutions also grown up in India. They imparted practical education such as medicine. Between 200 BC and 400 BC a lot of urban learning centres were established in cities such as Varanasi, Nalanda etc. Among these learning centres the Taxila (in modern day Pakistan) and Nalanda (in India) were very important urban learning centres. These institutions attracted larger number of foreign students by systematically imparted knowledge. The students
studied Buddhist literature, logic, grammar etc. India is known for its sophisticated system of mathematics before the visit of Islamic scholar, Alberuni (973-1048 BC).

The western system of education entered into India along with the entry of the British. The British government was not interested to introduce mass education because they were unwilling to do it. Purposely they introduced Macaulay system of education which reduces the native culture and region. This system changed the whole educational and as well as government systems. Those studied through the medium of English were unable to get jobs. During Colonial period, a number of primary, secondary and tertiary centres of education were cropped up and very soon they got solidified. The British increased the percentage of the population in primary and secondary education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. Literacy was improved. In 1901 the literacy rate in India was only about 5% though by Independence, it was nearly 20%.

The credit for fostering education to masses following Independence in 1947 chiefly goes to the First Prime Minister, Pandit Jawaharlal Nehru. India's First Education Minister Maulana Azad envisaged strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the Central Government. The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.

The Central Government of India formulated the National Policy on Education (NPE) in 1968 and in 1986 and also reinforced the Programme of Action (POA) in 1992. The government initiated several measures in launching of DPEP (District Primary Education Programme and SSA (Sarva Shiksha Abhiyan, ssa.nic.in India's initiative for Education for All) and setting up of Navodaya Vidyalaya and other selective schools in every district, advances in female education, inter-
disciplinary research and establishment of open universities. India's National Policy on Education also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The National Policy on Education also stresses on higher spending on education, envisaging a budget of more than 6% of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure (Yuva, 2012).

From the early 20th century, there have been high-level Commissions set up to provide policy orientation to the development of higher education in India. On the basis of the report of the Sadler Commission (1917-19), also referred to as the Calcutta University Commission, the Central Advisory Board of Education (CABE) was set up to define the general aims of educational policy and coordinate the work of various provinces and universities by guarding against needless duplication and overlapping in the provision of the more costly forms of education. The University Education Commission, presided over by Dr. Radhakrishnan, in its Report (1949) recommended that university education should be placed in the concurrent list so that there is a national guarantee of minimum standards of university education. The Constituent Assembly did not agree to it. It was much later in 1976, education was made a concurrent subject with the 42nd Amendment of the Constitution. This amendment brought education in the concurrent list – a joint responsibility of the State and the Central Governments.

The Kothari Commission (1964 – 66) examined various aspects of education at all levels and gave a very comprehensive report full of insight vision. This report became the basis of the National Policy on Education, 1968. With this, a common structure of education (10+2+3) was introduced and implemented by most states over a period of time. In the school curricula, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience was assigned a place of
importance. A beginning was also made in restructuring of courses at the undergraduate level. Centers of Advanced Studies were set up for post-graduate education and research. Detailed estimates were made to meet requirements of educated manpower in the country.

In 1985, a comprehensive appraisal of the existing educational scene was made. This was followed by a countrywide debate. It was noted while the achievements were impressive in themselves, the general formulations incorporated in the 1968 policy did not, however, get translated into a detailed strategy of implementation, accompanied by the specific responsibilities and financial and organizational support. It was further noted that problems of access, quality, quantity, utility and financial outlay, accumulated over the years, had assumed such massive proportions that these required to be tackled with the utmost urgency.

In the background explicated previously, the National Policy on Education, (1986) was put in place. It was noted in the preamble to the Policy that education in India stood at the crossroads, and neither normal linear expansion nor the existing pace and nature of improvement of the situation would help. It was also noted that education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit – thus furthering the goals of socialism, secularism and democracy enshrined in Indian Constitution. Education develops manpower for different levels of the economy. It is also the substratum on which research and development flourish, being the ultimate guarantee of national self – reliance. Accepting the fact that education is a unique investment in the present and the future, a very comprehensive policy document was approved in 1986. This was supplemented with a Programme of Action (PoA) in 1992 under the Chairmanship of Acharya Ramamurthi.

At the request of the Central Advisory Board of Education, a Committee was set up in July 1991 under the Chairmanship of Shri N. Janardhana Reddy, then the Chief Minister of Andhra Pradesh, to consider modifications in National Policy on
Education taking into consideration the Report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the National Policy on Education. This Committee submitted its report in January 1992. The report of the Committee was considered by the Central Advisory Board of Education in its meeting held on 5-6 May, 1992. While broadly endorsing the National Policy on Education, the Central Advisory Board of Education has recommended a few changes in the Policy. The National Policy on Education has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety.

1.3 HIGHER EDUCATION

Education is one of the potential elements in the human kind. It is probably the fourth need after three basic needs viz. food, clothing and shelter. It is an essential human virtue. Through centuries, education has been a very potent tool for human kind in facing challenges and furthering progress. Education is reorganized as one of the critical elements of the national development efforts and higher education, in particular, is of vital important for the nation, as it is a powerful tool to build knowledge based society of the 21st century.

In the national development process, education system has a very important role to play, specially the higher education. After Independence, people wanted to build a modern, strong, dynamic and self-reliant India which could stand abreast with the developed nations. Education in general and higher education in particular, is the strongest instrument for the development and humanization of mankind. Higher education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. Higher education is recognized as a vehicle for
sustainable development and is realized as a powerful tool to build knowledge based society. Higher education creates professionals, thinkers, future teachers, researchers, economists and knowledge workers, who, besides inhabiting knowledge societies, can be instrumental in creating them. Higher education sector has witnessed a tremendous increase in its institutional capacities in the years since Independence. The increase in the number of higher education institutions in recent times has brought in a positive change in Indian social fabrics but it has also put a premium on quality assurance. In accord with the changing perceptions, there is a possibility of every institution being subjected to mandatory accreditation in place of present voluntary submission for scrutiny. In such a scenario quality assurance becomes the watchword in every institution and the need for maintaining healthy practices will be felt more. After Independence, people wanted to build a modern, strong, dynamic and self-reliant India which could stand abreast with the developed nations. While working for modernization, the country has been facing a number of challenges and there are various issues that stand before the system of Higher Education (Goswami, 2013).

Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has to play a key role in producing teachers for the education system.

In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas.

There are around 610 universities and about 31,324 colleges in India today. In view of the need to effect an all round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation and expansion of facilities in the existing institutions.
The NAAC (National Assessment and Accreditation Council) was established in 1994. It was a path breaking attempt to consolidate quality and to establish a ‘National Standard’ of higher education.

The National Knowledge Commission (NKC) was established. It projects Expansion, Excellence and Equity (inclusion) as three principal objectives. The Report of National Knowledge Commission (2006) sums up the deficiencies and recommends a variety of ways to set higher education on its desired path.

The next attempt of consolidation of higher education is seen with the proposal to set up of an Independent Regulatory Authority for Higher Education (IRAHE), which is visualized as ‘out of reach of the tentacles of government’. Another important idea is that of a Central Board of Undergraduate Education (CBUE), along with its state equivalents (SBUEs).

On review now, one sees that many of the recommendations of the National Policy on Education, 1986 read with Programme of Action, 1992 have been only partly fulfilled. Moreover, there has been no effort to modify the previous policy prescriptions or to develop a new one. After the economic reforms were undertaken in the early 1990s, their influence on development of higher education has been ignored. With the economic reforms of the 1990s, the private sector has come to occupy a central role in the economic development of the nation. There is a need for holistic review of the instruments currently available for managing the higher education system such as University Grants Commission (UGC) Act, All India Council for Technical Education (AICTE) Act, and so on, which have become outdated in the present context. In this context, it is important to develop a new policy framework for higher education in the current and emerging contexts. Such a policy framework should not be developed by political processes, but by an independent, high-powered commission (Agarwal, 2009).

The Information Technology Revolution is the progressive withdrawal of state Governments from funding higher education. The private sector was allowed
in a big way to set up Deemed Universities, Professional and Quasi- professional colleges on self-financing basis. Conducive environment is also created for foreign universities to establish centres on self-financing. Even introduction of new courses or programmes in State Funded Universities and affiliated colleges which are aided, is allowed only on ‘unaided’ basis, since the year 2000. The fees will be determined by the ‘market forces’ and will be very high out of reach of the urban and rural poor. The economically and socially poor youth will be deprived of skill-oriented self-financing courses. People speak about ‘inclusion’ loudly, but practice something totally different. Banks are finding it financially unsound as bulk of the educational loans is becoming ‘Non Performing Assets’, making it ultimately an indirect burden on the tax payers.

1.4 MAJOR THRUSTS OF HIGHER EDUCATION IN INDIA

The following are the major thrusts of higher education in India:

a) To promote debate and discussion on issues of concern in higher education at various levels and actively participate in their consultative mechanisms as an advocacy group.

b) To create new thoughts and paradigms in areas relating to higher education including policy, regulation, strategic and operational and thereby help in developing an appropriate higher education framework.

c) To facilitate creation, development and evolution of higher educational institutions of global excellence by providing all types of support including faculty development, facilitating other developmental initiatives, creation of synergy between institutions and other stakeholders, addressing quality and credential issues, among others.

d) To help develop a higher educational system that specifically aligns with employability needs of corporate and other sectors.
e) To promote research and publication on contemporary and relevant issues of higher education.

f) To specifically analyze, assess and appraise World Trade Organization (WTO) and General Agreement on Trade and service (GATS) agreements and their implications on development of higher education services in India and to make the Indian institutions prepared for the same.

g) To be an independent voice of the higher education community in India; be informed about the global efforts across nations for higher education; be a part of reform dialogues and contribute as part of World Trade Organization rounds relating to Indian higher education issues in consultation with members of civil society.

h) To engage in collaborative agreements with similar forums / institutions / organizations in other parts of the world and promote "excellence in global higher education".

i) To undertake and carry out any other activity ancillary and directly or indirectly related to the above, which the forum may like to engage in from time to time in alignment with its broad vision.

1.5 ORGANIZATION OF HIGHER EDUCATION IN INDIA

India is a union of states. It is a Sovereign, Socialist, Democratic Republic with a parliamentary system of Government. The Republic is governed in terms of the Constitution of India which was adopted by the Constituent Assembly on 26th November 1949 and came into force on 26th January 1950. The UGC was recommended in 1944 and formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and, Delhi. In 1947, the Commission was entrusted with the responsibility of dealing with all the then existing Universities. After Independence, the University Education Commission was set up in 1948 under the Chairmanship of Dr. S. Radhakrishnan and it recommended that the University Grants
Commission be reconstituted on the general model of the University Grants Commission of the United Kingdom.

The University Grants Commission was formally inaugurated by late Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28th December, 1953. However, the University Grants Commission was formally established in November 1956 as a statutory body of the Government of India. In order to ensure effective region-wise coverage throughout the country, the University Grants Commission has decentralised its operations by setting up seven regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore and including Delhi. The head office of the University Grants Commission is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well. The first step taken by the Government was the consolidation and assigning the powers to University Grants Commission to organize and develop higher education in India, as a central organization.

In terms of regulatory framework, some programmes of study culminate in the award of professional degrees imparting higher education at different levels are regulated by respective councils such as All India Council of Technical Education(AITCE), Medical Council of India(MCI), Dentists Council of India(DCI), Pharmacy Council of India(PCI), Indian Nursing Council(INC), Central Council of Homeopathy(CCH), Central Council for Indian Medicine(CCIM), National Council for Teacher Education(NCTE), Bar Council of India(BCI), Rehabilitation Council of India(RCI), Indian Council for Agricultural Research(ICAR), Council of Architecture(COA), Distance Education Council(DEC), National Council for Rural Institutes(NCRI). The above councils are under the control of central government (Jitendra et al, 2008).
Besides the above, every state government has higher education councils such as State Council for Higher Education etc., with similar aims and objectives. All the councils are focusing towards attaining the quality education and making the stakeholders to enjoy the fruits of higher education. The quality of higher education provided is monitored and assessed by the following two – accreditation agencies:

(i) National Accreditation and Assessment Council (NAAC): This is an autonomous Council under University Grants Commission, established to carry out periodic performance, assessment of universities and colleges through an evolved methodology of assessment and rating the higher education service providers (Higher Education Institutions).

(ii) National Board of Accreditation (NBA): All India Council of Technical Education has established NBA to assess the performance and quality of technical higher education institutions.

The institutions, apart from traditional mode of accreditation and course, review feedback questionnaires on the quality of course and overall study experience, should evaluate what students themselves consider being elements in service quality compared to the retailing industry. Due to intense competitive pressure because of globalization of education markets and reduction of government funds, the tertiary education institutions seek alternate financial sources, particularly from full paying students.

In terms of institutional framework, the degree/diploma awarding institutions are Central universities, State universities, Deemed universities, Open universities, Institutes of national importance and other institutions. The universities are of various kinds, with a single faculty, or multi-faculties: teaching or affiliating, or teaching cum affiliating, single campus or multi-campuses. Most of the universities are affiliating universities, which prescribe to the affiliated colleges the course study, hold examinations and award degrees, while undergraduate and to some extent postgraduate colleges affiliated to them impart graduate instruction. Many of the
universities along with their affiliated colleges have grown rapidly to the extent of becoming unmanageable. Therefore, as per Kothari Commission (1964-66), a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the university, the name of the college is included. The college develops and proposes new courses of study to the university approval. They are also fully responsible for conduct of examination. (Jitendra et al, 2008)

1.6 MANAGEMENT OF HIGHER EDUCATIONAL INSTITUTIONS

India’s higher education system is the third largest system in the world after China and United states. India has been a major seat of learning for thousands of years. The present format of higher education was started in 1857 with the inception of universities in the Presidency towns. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human’s creative and intellectual endeavors such as arts and humanities, natural, mathematical and social sciences, engineering, medicine, dentistry, agriculture, education, law, commerce and management, music and performing arts, national and foreign languages, culture, communications etc.,

The purpose of higher education is to promote students learning in the areas of cognitive skills, intellectual growth, subject matter competence, emotional and moral development, practical competence and vocational competence, independent learning skills etc. But, students most of the time at the risk of being an island in a more traditional curriculum and the faculties are often sober – some with routine subjects and methods. There are numerous virtual stories emphasizing transfer of knowledge irrespective of race, sex, religion and community. Most of the stories are on stereotype management of higher education and the pathetic condition of students’ receptive skills. In the learning process, students’ role is limited, but the teachers’ role is unlimited. The tremendous scope of information technology has made the young minds to be devoted more on environment than on knowledge gain. There has been a growing status of process of education including video-conferencing,
virtual class room, mobile class and online class are becoming popular. Under these critical situations, conducting a ‘conventional class room’ is a great thing for many higher education institutions. To retain the students in the class room, the teaching faculty have to take extraordinary care in managing higher education system which includes: i) managing class rooms with suitable faculties; ii) conducting courses and subjects which are suitable for employment and future progress of students; iii) reviewing and fixing latest curriculum and assessment system to inculcate innovation and creativity; iv) directing appropriate teaching and learning methods; v) developing the faculties with adequate training, incentives and career development; vi) involving the faculties for continuous learning with research activities so as to gain knowledge and intellectual advancement; vii) coordinating the system with free flow and transparency of information and technology up-gradation; viii) monitoring over all higher education system to achieve standards of quality and sustainability in the industry and ix) controlling the system with adequate social responsibility.

**Types of public and private management institutions**

The four types of public and private institutions differ along two dimensions – ownership and financing. In terms of ownership, if government promotes and sets up an institution, it is referred to as a ‘public institution’. On the other hand, an institution promoted and set up by a private promoter is referred as a ‘private institution’. The word ‘private’ is used interchangeably with ‘non-government’ and the word ‘public’ with the government. The institutions those that are set by the government and are now able to generate resources to meet all their recurrent costs, and those were set up by private promoters but now depend on government for recurrent grants are also usually referred to as ‘government aided institutions’. Thus, private institutions are only those set up by the private sector and also run by it.

In terms of financing, it is essential to distinguish between the initial capital cost for setting up an institution and the obligation to meet the recurrent costs. Since, promoters - public or private make the initial investment; therefore, distinction
in terms of financing is essentially about the source of recurrent expenses. There are private institutions of India that get operating funds from the government. Such institutions are referred to as ‘private aided’. The unaided private institutions are known as ‘private institutions’. These are financially independent institutions, and are also referred to as ‘self-financing institutions’.

Control is another dimension along which higher education institutions can be viewed. Control has to be seen from an academic as well as an administrative angle. Administrative control is usually linked with financing. Therefore, financing independent institutions have little administrative control of their respective funding agencies. The University Grants Commission (UGC) set up under UGC Act 1956 is responsible for coordination, determination and maintenance of standards and release of grants to universities and research organizations. Funding of the central universities, a few deemed universities and colleges is done through the University Grants Commission. The University Grants Commission also provides development grants to state institutions. The IITs, the IIMs, the NITs and some technical colleges are either funded institutions are funded directly by the central government. Remaining universities and colleges are either funded by the respective state governments or do not receive any public funds at all.

The academic control over the institution depends on the degree-granting power and programme of study. University level institutions have degree-granting powers, while colleges do not and therefore subject to strong academic control of the respective affiliating universities. Universities have academic autonomy subject to some, usually very weak oversight of the University Grants Commission. In addition to its role as a buffer body for the funding of higher education, the University Grants Commission is responsible for determination and coordination of (academic) standards in universities and colleges in the country. The affiliating universities are all government universities. Therefore, all colleges are subject to indirect control of the government (Agarwal, 2009).
It is realized that greater part of higher education is in the domain of State Governments. While the Central Universities are unitary in nature, the entire gamut of colleges is affiliated to State Universities. The fact is that State Universities are not at the centre stage of policy making. The transfer of funds to State Universities and colleges is totally inadequate and many of them suffer from even basic facilities. Recruitments are not permitted on a continuous basis, even those based on minimum teaching load. Under these odds, it is far to expect that these institutions would make significant contribution to the quality of teaching and research. Therefore, there is an urgent need to make State Universities as locus of higher education policy making.

Out of 31,324 colleges, 6,028 colleges are only covered under 2(f) and 12(B) of the UGC Act, being eligible to receive UGC’s assistance. Though the University Grants Commission is trying to provide one-time catch-up grant to those uncovered institutions, the quantum of assistance is very merge. Unless, these institutions are brought under the network of University Grants Commission’s financial assistance, there would not be any improvement in the quality standards.

To keep up with the changes in higher education due to globalization, institutions which has infrastructure and other facilities are given more functional autonomy. By the year 2005, there have been 138 colleges functioning as autonomous colleges in eight states in the country. It is a good initiative from government but needs to be promoted across the country.

Privatization

In India both public and private institutions operate simultaneously. In the year 2000-01, out of 13,072 higher education institutions, 42 percent were privately owned and run catering to 37 percent of students enrolled into higher education, that is, approximately 3.1 million out of total 8.4 million (Agarwal, 2006). It is also known that most of the growth in the rapidly expanding higher education sector took place in private unaided colleges or in self-financing institutions. Since grant-in-aid to private colleges is becoming difficult, many government funded
institutions/ universities have granted recognition/ affiliation to unaided colleges and many universities have authorized new ‘self-financing’ courses even in government and aided colleges. Approximately, 50 percent of the higher education in India is imparted through private institutions, mostly unaided involving higher cost (Jitendra et al, 2008).

Academic experts state that often the study provisions at private institutions of higher education are very low in quality. In some cases, they might be so low that graduation from these institutions does not open up job opportunities in areas targeted. As regards “profit –seeking higher education institutions” in Brazil, Riberio(2008) argues that “…teachers are not properly qualified and lack of job stability and a great number of students come to higher education with an insufficient education and a desire for no more than a professional degree”. Moreover, more students who go to private, profit-seeking higher education institutions in order to get a degree in law or business.

Quality issue

In India, higher education was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand, private sector has been allowed to share the responsibility. The country has a well developed educational set up in terms of range of programs and their acceptability in local industry, but it lacks in terms of international quality standards. Higher education institutions managed by private sector emphasize more on commercial aspect than creation of knowledge which leads to deterioration of quality of education. The councils and government bodies responsible for quality assurance do not have internationally matchable quality norms on one hand and an effective system to monitor and control violation of the existing norms by the institutions on the other. Further, the political parties manipulate the issues of access and equity in higher education for their vested political interest rather than taking the right steps to enhance the quality of higher education. As a result, those who can afford the high cost of
higher education look forward for the opportunities abroad while the others have to compromise with sub-standard education. If India has to emerge as preferred location for higher education in the globalizing world it will have a national policy to address the challenges of sub-standard quality, ineffective system of monitoring and control, red-tapism in growth and development and political interference.

The main idea behind establishment of autonomous colleges is to reduce pressure on the university system, decentralize academic, administration, promote creativity, innovations and raise academic standards. A number of such colleges have already been established. However, this new venture in higher education cannot yield tangible results unless there is unreserved participation on the part of the entire academic community.

The Ramamurti Committee (1992) recommended that the government and University Grants Commission should think of decentralizing the whole process of curriculum development and restructuring the courses on modular pattern. The curricula should be reviewed on a continuing basis in order to keep pace with development in various subjects. The Central Advisory Board of Education has observed that since the University Grants Commission has a mandatory responsibility of determining and maintaining standards, it should continue the curriculum development scheme for modernizing and restructuring the courses.

Recruitment to teaching positions should be made strictly on merit by open competition on all India basis. Although much emphasis is laid on training of teachers in primary and secondary schools, no such training is insisted upon for recruitment of teachers in universities and colleges. For improving the quality of teachers in universities, the University Grants Commission has established 66 Academic Staff Colleges in the country in pursuance of the NPE (1986). The Ramamurti Committee and the Central Advisory Board of Education both have appreciated this scheme and recommended that it should be continued and expanded. However, the short term courses conducted by these colleges are not mandatory and as
such it has been suggested that in order to effect real improvement in the lot of teachers in the university system, pre-induction training for a period of one year after recruitment should be organized by the university themselves. Thereafter, a regular scheme of summer training short-duration refresher courses would be a great value to enable the teachers to keep themselves abreast of latest developments in their respective disciplines. Adequate facilities should be provided to teachers to undertake research.

1.7 PROBLEMS IN HIGHER EDUCATIONAL INSTITUTIONS

Although higher education has expanded several times since Independence, issues of access, equity and quality still continued to be the areas of concern. New developments in science and technology, media, revolution, the trend of Internationalization and the ever expanding competitive environment are revolutionizing the higher education scenario. The challenge is to produce skilled manpower with adequate knowledge and skills to effectively confront the existing social and economic realities of today. There appear to be endless problems with the Indian higher education, which are listed below:

Lack of Infrastructure

Many institutions are promoted with very poor infrastructure facilities. Without proper ventilation, adequate furniture, well equipped library, laboratories and teaching – learning materials, a lot of institutions are surviving. Lack of human resources is the most important problem in many higher educational institutions which results in the decline of standards in education.

Quality

The higher educational institutions suffer from large quality variation in so much so that a NASSCOM-MacKinsey Report-2005 has said that not more than 15 percent of graduates of general education and 25-30 percent of Technical Education are fit for employment. The various regulatory bodies regulating higher education
have constituted autonomous bodies such as National Assessment and Accreditation Council (NAAC) by University Grants Commission (UGC), National Board of Accreditation (NBA) by AICTE, Accreditation Board (AB) by ICAR, Distance Education Council (DEC) for monitoring quality standards in the institutions under their purview. Though, there exists autonomous bodies for assessment and monitoring quality standards in the institutions of higher education, they suffer from two major deficiencies. First, the quality norms of such councils are not comparable with international standards. Secondly, the enforcement process is not stringent. Further political interference and corruption dilute the role and impact of these institutions in ensuring the desired quality standards (Jitendra et al, 2008).

**Lack of Human Resources**

In order to reach the target of 30% GER by 2020, India will need additional 27000 higher educational institutions as per the reports of Union Ministry of HRD, 2009. Besides this, India is facing shortage of faculty with Ph.D., and masters with first divisions. Economic growth led by industrial and service sectors during the last decade has created more opportunities and faster career growth for the young talents was preferred in areas like IT, Consultancy, Management over academics. Further, the lucrative salaries and glamour has acted as catalyst in attracting talent to such fast growing sectors. The retention of the faculty member is a matter of great concern for higher educational institutions in India.

**Declining Enrolment in Traditional Fields of Knowledge**

The changing economic structure coupled with cultural transformation in terms of life style has lead to shift in choice for studies. The major chunk from youth opts for professional courses leading to early employment and growth. However, because of ever expanding sector of professional education, mostly in private sector, the conventional Arts, Commerce and Science faculties are finding it difficult to attract students.
**Red Tapism**

It is an irony in India that the bureaucracy restricts the modernization and expansion of higher education by private players intended to impart quality education. At the same time, a large number of institutions without having adequate infrastructure and offering sub-standard education are not only surviving but flourishing. Therefore, to develop a professional, transparent and efficient mechanism to ensure expansion of quality education at a fast pace is greatly desirable.

**Poor Administration**

Higher education institutions face both the administrative and leadership challenges. The selected academic administrators in Indian higher education are people who have risen through ranks. The principals are usually selected from the teaching body of the institutions though they are required to act as the managerial experts. They lack leadership qualities which are most desired to establish institutions of excellence at this level. Leadership quality is the most needed quality of an administrator to manage the human resources in the organizations. Lack of leadership quality tends the organization in a declined path (Rakesh, 2012).

**Rigid Syllabus**

The rigidness in the syllabus restricts the faculty members to improvise and adopt innovative delivery method and to use internet based approaches to learning. The affiliation system further makes it difficult to experiment (Rakesh, 2012).

**Increasing Cost of Operation**

The cost of both the equipments and the operations increased a lot in recent years which makes it difficult to provide world class education and facilities all the more difficult for these educational institutions. Factors like limited intake of students, quotas for various categories, restriction in attracting NRI students etc. put additional pressure on the institutions (Rakesh, 2012).
Lack of Accountability

Every citizen of a country is expected to be responsible, name it a student, faculty member or administrator. Unfortunately in India, most of the capable individuals buck down the responsibility including those in universities and other institutes. As a result, progress of work and quality become back benchers (Konwar, 2012).

Global Competition

India being a signatory of World Trade Organization, is bound to open up its market for trade in services including education but it does not have a clear policy for strengthening its education sector to compete with the giants in the world. Policy restrictions stop the competent institutions from making necessary changes in the processes of admission, recruitment and salaries of faculty/ staff and opening campuses abroad. Due to lack of proper policy provision in time, higher education sector in the country is adversely affected (Meenu, 2012).

Rules and Pressure Tactics

In the country, dada-giri buldozing by majority against accepted rules is a common phenomenon. Associations with their majority and at times with political blessings tend to destabilize the various educational institutions for petty causes at the cost of established rules and common causes (Konwar, 2012).

Institutional Teaching and Private Tutorials

Neglecting assigned teaching in class rooms, imparting teaching through private tuition for extra-money and enabling students to pass in examinations rather imparting quality education for knowledge creation are some of the cancers in Indian educational institutions. The anti-educational approaches causing social menace need to be uprooted totally (Konwar, 2012).

Job Security

One negative scenario observed in the field of higher education is that with jobs getting secured, teachers tend to get stagnant. This imposes woeful plight on
the quality of education since there is a natural tendency to develop pathetic contentment/complacency with jobs getting secured. In the knowledge economy, the fact that has been accepted universally today is that survival of the highly knowledgeable persons (Kulwanth, 2012).

**Talent Retention**

A big chunk of educational institutions dealing with higher education in India suffer from faculty crunch in quantitative and qualitative terms. It is proclaimed that they have weak employee value proposition and lack in having something special that can attract people to come along and be part of these institutions. There is a strong relationship between employer intention and talent retention. If the intentions of employers/administrators are fair and they possess a healthy sense of professionalism, talent can be managed appropriately. If the intentions of employers / administrators are indifferent and they have a weak sense of professionalism, the quality of talent management will be poor and lead to employee dissatisfaction and attrition (Harish, 2012).

**Inferiority and Superiority Complex of Teachers**

Teachers with lack of skills, lack of confidence, lack of knowledge of application of various teaching techniques create an adverse impact on teaching and learning climate. Conversely, teachers with superiority complex maintain too long a distance with students where students find it difficult to approach them for issues whether minor or major. A teacher can create an everlasting impression in the minds of students when he/she is able to touch their hearts (Kulwanth, 2012).

**Lack of Response to the Fast Changing Environment**

In the present information society, majority of problems at organizational level crop-up due to lack of timely response to the fast changing environment –economic, social, cultural, technological, competitive etc. The organizational effectiveness mainly depends upon its vision, foresights and alertness to adapt to the changing social needs. The higher educational institutions continue
with the existing system of education without introducing many changes for a long
time. It has become imperative for the institutions to act in a pro-active manner to
retain and strengthen their identities in the years to come. Like industrial
organizations, educational entities have been forced to foresee and plan ahead for the
events that are likely to take place and prepare themselves in advance with alternative
strategies to manage change. So avoidance of stereotype management in higher
education institutions is needed.

**Organizational Environment or Organizational Climate**

Conducive environment for teaching is most important in teaching
process. Under no circumstances faculty members should be put under pressure.
Instead of “directing” faculty members all the time, a good practice is to make them
“own” the responsibility and make them feel “empowered” in academic related
matters. This type of academic freedom will motivate the faculty members and make
them empowered. Such type of congenial climate motivates the faculty members to
contribute more towards academics, research and administrative work. Adverse
organizational climate may be the result of lack of congenial atmosphere of the
organization, group conflicts, party politics within the organization, disputes among
the informal groups, etc (Kulwanth, 2012).

**Academic Culture**

Apart from the paucity of financial resources and inadequate qualified
and competent teaching staff, the academic culture of today in higher educational
institutions, is contributing to the crisis in the higher education sector (Kulwanth,
2012).

**Favouritism**

Favouritism involves even in appointment of Vice-Chancellors observed
Manmohan Singh, the Prime Minister of India in 2007. Favouritism by management,
favouritism by administrator, favouritism by department heads impacts the
organizational climate for a very great extent. Aspiring and talented faculties be de-
motivated and the working atmosphere be disturbed. Team work will be discouraged. Equal importance should be given to all faculty members and work should be allocated according to the talents of the particular individual. But most of the institutions encourage favouritism for their own convenience sake.

**Lack of Realistic Goal Setting Process**

It is the joint responsibility of the management and faculty leadership to clearly state the purpose of setting up the institution. It should be stated unambiguously in terms of Vision/Mission, Goals and Objectives, which they want to achieve both in the near future and in the long run. The Vision/Mission of the institution has to be shared with the stakeholders in the organization as without their support and participation, the objectives cannot be achieved. But, mediocre colleges do not have a realistic goal setting process. Their Vision/Mission statements are drawn from some holy books for the sake of such a statement. No effort is made to achieve them. This is highly relevant in the case of most of the colleges in India irrespective of location.

**Absence of Policy Framework**

There is no proper policy framework for promotion of private universities and colleges. There is no action plan in developing the institutions with social responsibility. Many promoters run the institutions with vague mind with absence of clear vision and mission statements. They are totally unaware of the operational and management skills of an educational institution, other than capital (Shanthakumari, 2012).

**Absence of Periodical Evaluation**

Any system of organization should have periodical revision and inspection to avoid wastage of resources as well as to add suitable resources if required for sustainability of the organization. But many institutions are not aware of this kind of internal auditing and inspection. The available resources are not optimally
used. Moreover, this unawareness leads to misuse of the available resources (Shanthakumari, 2012).

**Attitude of the Management**

Legally, education of an individual is not a parameter to promote educational institutions. The promoters should have the ability, capability, culture and attitude at par with a social philanthropist in formation and management of higher education institutions. Many of the private promoters consider this noble institution as their additional trading unit or manufacturing unit. They are neither good administrators nor good academicians. So they treat the employees as their slaves. No due respect is given for highly educated and qualified people working in their institutions. The important attitude of the promoters is that they are paying masters. This attitude leads the employee to attrition.

**Career Development Support for New Academicians**

Faculties are expected to be productive; therefore, it is incumbent upon the management of higher education to facilitate their best work by providing optimal support via professional developments funds, technology tools, administrative assistance, appropriate teaching load, membership in professional bodies, management association etc. Newly recruited teachers must be provided with induction and refresher training. Although much emphasis is laid on training of teachers in primary and secondary schools, no such training is insisted upon for recruitment of teachers in universities and colleges. New faculties must be trained in methodologies and pedagogies of teaching, so that they can manage classroom situations with confident. Also the existing faculties must be involved in variety of training so as to upgrade their intellectual advancement and to avoid stereotype management. But most of the private institutions are not interested to uplift the status of faculties and also not worried about quality education. While most colleges do a good job of developing their students, they are less successful at helping their faculty
and staff in improving their skills. Most colleges have in place some mentoring of junior faculty to help them make tenure, but few have fully realized strategies for talent growth and development (Shanthakumari, 2012).

**Political Influence**

The multi-party politics of the country makes inroad in to every organization/institution and tend to influence almost all administrative and other decisions. Even in the case of faculty appointment, award of contracts for infrastructure etc., are distorted by the political pressures (Konwar, 2012).

1.8 **NEED FOR EFFECTIVE HUMAN RESOURCE MANAGEMENT**

People are the most valuable resource of any organization. Dynamic people can build value and growth oriented organizations. Effective people can contribute to the welfare of the organization. Competent and motivated people can work sincerely and see that their organization to achieve its goals. In this respect, organizations should continuously ensure the dynamism, effectiveness, competency and motivation of its people so that the enthusiasm should remain at a high level (Pattanaayak and Verma, 1998).

In the emerging scenario of knowledge based society of 21st century, higher education becomes a critical issue in creating skilled and knowledgeable human resources to meet the forthcoming challenges of the changing world. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It is considered to be the major area in promoting and accelerating the process of national development. Amartya Sen and Jean Dereze (1995) maintain that higher education is one of the most important inputs that influences all round development of any nation especially in the economic, physical, social, cultural, ethnical and spiritual fields. Education enables people to build up their capabilities, thereby broadening their entitlements and
facilitating expansion of freedom which in turn, the primary ends and principal means of development.

Over the years, organizations around the world have become aware of the importance of Human Resource Management. Many countries, indeed, realized the need to involve people through participation. The real life experience substantiates the assumption that no matter how sophisticated and the modern business activities of the organization may be, it is found to be extremely difficult to sustain its growth and effectiveness unless human resources are complimentary to its operations (Only 10% of manufacturers in India offer in-service training to their employees, compared with over 90% in China).

(i) **In the context of Globalization**

Globalization is described by Knight and De Wit (1999) as flow of technology, economy, knowledge, people, values and ideas across borders as it affects each country in a different way due to a nation’s individual history, traditions, culture and priorities. Knight (2004) described globalization as a multi-faceted process and can affect countries in vastly different ways - economically, culturally and politically, but it does not take an ideological stance or a position as to whether this impact has positive and/or negative consequences. There are a number of factors which are closely related to this worldwide flow, which are seen as key elements of globalization. These include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures. These elements of globalization have significant impact on the education sector. Technology has made it possible for parent companies to operate satellite enterprises and give directions and instruction from the home base with minimum requirement for physical presence. This, however, Gibbs (1989) has called for new skills and specialized knowledge, the absorption of which requires the availability of a well-trained and highly educated cadre of workers in the host economies.
Teichler (2004) notes with surprise the amount of debate on global phenomena in higher education focusing on marketization, competition and management in higher education. Some of the countries adopted institutional devolution, quasi-market competition in the system and performance managed staffing to address the global competition (Valimaa, 2004). The other countries have responded differently to the changes in global environment. In the English-speaking world, international operations have become the primary mode of development. In Europe, the negotiation of the common higher education area and European Research Area has been the major development leading to the emergence of global higher education environment. Global research circuits have been wired into the rapidly developing higher education systems of China, Singapore and Korea. India has not yet opened up the direct entry of foreign institutions in education sector.

Internalization of higher education institution is the process of integrating the institution and its key stakeholders- its students, faculty and staff-into a globalized world. This concept goes beyond the particular dimensions of teaching, research and service. It calls for a change in existing structures, operating modes and mindsets in order for the institutions to join and contribute to the shaping of the emerging global knowledge and learning network.

India has seen a consistently high rate of economic growth in the recent years. It has now become a major player in the global knowledge economy. Skill-based activities have made significant contribution to this growth. Such activities depend on the large pool of qualified manpower that is fed by its large higher education system. No doubt, higher education has attained a key position in the knowledge society under globalised economy. However, the challenges faced are immense and far reaching. Successful globalization requires that the state invest heavily in increasing access to education. But in higher education, globalization also requires the state to respect the autonomy of institutions so that a diversity of experiments can find expression, so that institutions have the flexibility to do what it
takes to retain talent in a globalized world and, above all, respond quickly to growing demand. Globalization demands a paradigm shift in the regulation of higher education. In India the debate has only just begun. It is now widely accepted that higher education has been critical to India’s emergence in the global economy. Yet, it is believed that a crisis is plaguing in the Indian higher education system. There is a mismatch between the supply and demand. The National Knowledge Commission (NKC) set by the Prime Minister calls it a ‘quiet crisis’, the Human Resource Minister calls higher education ‘a sick child’.

As far Indian universities, they function today without even the basic minimum facilities and with teachers who have no access to the latest advances in their disciplines. These institutions churn out students who complete their education as outcasts even in their own chosen area of knowledge. What these institutions offer is unacceptable to the fast growing affluent Indian middle class. India should decide about the nature and extent of globalization that can be constructively introduced in their socio-economic and educational systems. While it is difficult to resist the temptation of falling in line with the international community, it is necessary that while doing so, the paramount of national interests should be kept in view. This is more so in the field of education, which is intimately concerned with the development of human capital.

(ii) Quality Verses Quantity

Indian Higher Education system is one of the largest in the world. There are 42 Central universities, 289 State universities, 94 Private universities, 130 Deemed to be Universities, 50 Institutes of National Importance and other institutes, 5 Institutes established under State Legislature Acts and so totally 610 universities and 31,324 colleges. The Government of India in its massive institution expansion program, established 8 IITs, 7 IIMs, 20 NITs, 20 IIITs, IISERs, 2 SPSs and 1000 polytechnics, which impart education through various courses designed and offered by them. India also has around 250 specialist teaching and research institutions,
established to provide training in such areas as medicine, engineering, agriculture and computer science, and to conduct high level research. The continuing growth of teenagers in India (approximately 200 million people) has to lead to increased demand for higher education that cannot be met by the Indian educational system. The higher education participation rate in India is 11%, and the government aims to increase this by 15% in 2015 (National Knowledge Commission, 2007). The population is increasing but there has not been a corresponding growth in provision of education. Although the Indian government is planning to establish new colleges and universities in the near future (India must establish 1500 colleges and 30 universities every year up to 2015), these will not be enough to provide places for all students who seek higher education. Consequently, increasing numbers of Indian students seek higher education opportunities internationally. The increase is continuous and is going to grow in the similar fashion.

Quantity in higher education is another burning issue, which can be ensured through regular review of the function of the institutions either through self assessment or through outside agencies and by accrediting the institutions. The expansion of higher education over the years has also resulted in educational malpractices, which exist in the form of capitation fees being charged by private institutions at the time of admissions, in addition to the fees and various other charges imposed upon the students. The entry of large number of private institutions has also resulted in rapid proliferation in litigation involving students, teachers, employees, management of higher educational institutions and universities and other stakeholders. In the absence of a speedy, justice delivery system for resolution of disputes, dissatisfaction among stakeholders adversely impacts the quality of education and efficient function of the institutions (Goswami, 2013).
1.9 HUMAN RESOURCE MANAGEMENT – FOCUS OF 12th FIVE YEAR PLAN

During the 12th Five Year Plan, the vision is to achieve further access to higher education by creating new universities and colleges. Further, strengthening of quality and excellence in higher education viz. student intake, faculty recruitment, curricular and evaluation reform, revamping of governance structure, greater emphasis on research and innovations are some of the priorities.

The main objective of 12th Five Year Plan is to increase the GER by 10% every year and to raise the enrolment at least up to 23 to 27% by the end of the 12th Five Year Plan. Much greater challenges continue to exist with respect to quality and the provision of relevant education. Curricular reforms leading to regular revision and upgrading of curricula, introduction of semester system, choice-based credit system, and examination reforms are yet to take place in all higher educational institutions across the country. Expectations apart, majority of higher education institutions in India perform poorly in the area of quality on a relative global scale. Therefore, emphasizing on consolidation and optimal use of infrastructure already created during the 11th Five Year Plan, it is proposed to focus on the following strategies during the 12th Five Year Plan. This 12th Five Year Plan document provides the details of the present trends, prevailing issues and challenges, projected goals and the planned strategies for the 12th Five Year Plan with of Access, Equity and Quality with interlaced components of relevance, value-education and creativity. The overall budget requirement projected to achieve the proposal initiatives is Rs.1,84,740 crores for the 12th Five Year Plan programs (Jeelani, 2012).

Focus of the XII Plan

Raising the Gross Enrolment Ratio (GER) in Higher Education to 30% by the year 2020 which is an addition of 26 million in Higher Education;

Three Pillars will continue to be Access, Equity and Excellence in Higher Education;
Strategies will be of expansion with consolidation, greater inclusion and focus on improving quality of Higher Education;
The plan must be teacher centric and learner driven;
Create a skilled work force to meet the global economic needs;
Must create an enabling ecosystem where research is encouraged and creativity of mind flourishes leading to innovations at individual and institutional levels;
All higher educational institutions must enjoy greater autonomy and develop into knowledge generating hubs having linkages with the larger society and explore avenues for interfaces with variety of stakeholders for academic enrichment;
Making India a global educational hub and fostering greater international collaborations.

1.10 ISSUES OF HUMAN RESOURCE MANAGEMENT

The following issues of human resource management in higher educational institutions require immediate attention:

**Sustainability of Employee-Employer Relationship**

It is quite evident that a stable employee-employer relationship will foster better development prospects for both the employee and the employer. In the olden days, employees were very much focused on their career and stayed with an organization for a longer time. Likewise, the employers were focused on facilitating the process of career development of the employees and offered better benefits in terms of monetary and non-monetary incentives. Keeping aside the satisfaction levels of the employees and the employers, the point to be considered is the stability fostered between them. It is the stability among them that ensured success in achieving their objectives. But now the scenario is entirely different. The process of liberalization, privatization and globalization has entirely changed the global economic scenario. This change made a greater impact on the employee-employer relationship.
Especially, the relationship has become more short-term, which is not beneficial for both.

The major initiative in establishing a stable relationship lies with the employers. In the initial stages of employment, the relationship between the employer and the employees should be like a parent and a child. Just a parent guides a child in life, an employer should guide the employees in their working life. After a continuous process, the employee gets confident and starts working on his own as per the requirements of the organization. But during this process, the employer needs a lot of care in increasing the employee’s confidence levels towards the organization and motivates him to continue with the organization for a longer period.

There are certain things that an employer needs to keep in mind to achieve this objective. The first and foremost thing that an employer needs to do is, to communicate and explicitly express about the nature of the work the employee is going to undertake, the benefits he will be receiving during the employment, the expectations from him and the growth prospects for his development in the organization. Therefore, if anything is miscommunicated or misconstrued by the prospective employee at this stage, it may lead to loss of confidence. Thus, everything should be clearly communicated.

Secondly, once the employee is convinced to join the organization, the employers have to take necessary care in ensuring a better working condition. Any new employee, whether a fresher or an experienced person, needs certain time to adjust to the new work environment, hence a reasonable time to adjust to the new colleagues should be given. Once they get adjusted, they should be made to understand the work, so that they do not get bored, frustrated and irritated by the work process. Leaders must ensure in the work place that nobody unnecessarily involves in the work of others and tries to disturb them. In this case, employees may feel that their morale has been disregarded. The management should ensure a proper communication
between the superiors and subordinates, reducing any communication delays to avoid further confusion and discontent among the employees.

Treating the employees in a polite manner and giving them a chance to participate in the decision making will ensure confidence in the minds of the employees. Any deviation from these things can put the organization in an unregrettable situation by losing the valuable employees, which will on the other hand destabilize their relationship. Hence, there is a need on the part of the employers to ensure the proper support and working conditions so as to ensure an increase confidence level of the employees in the organization. With the increasing confidence, they tend to work for the organization for a long time and become loyal employees for the organizations. Loyal employees are the assets of an organization, and they form the basis of the successful growth of the organization. In addition to concentrating on increasing profits of an organization, the management should concentrate on increasing and retaining the loyal and talented human assets (Christopher, 2011).

**Employee Engagement**

One of the most important assets that differentiates two organizations is its human resources, each a unique combination of knowledge, skills and abilities. It is very important to utilize these talents in the best possible way to gain competitive advantage over others. Only motivation does not work here; it is very important to inculcate a sense of oneness among the employees for the organization’s mission and vision. This can be possible only when their efforts are successfully converted into commitment. Hence, there is a need for employee engagement.

‘Survival of the Fittest’ is the rule of the game today. In an atmosphere of huge competition and change, organizations need to be best in order to survive in the long run. An organization needs to gain competitive advantage over the other to excel. Two organizations may afford to invest the same amount of capital in the business, can have the same resources in terms of machinery, latest technology, infrastructure, etc., but what differentiates is the ‘manpower’ they have. No two
organizations can have the same set of knowledge, skills and abilities as no two human beings are the same. They are distinct entities with difference in capabilities, the way they think and they work. This is the place where an organization needs to work to gain competitive advantage over the other, by utilizing their knowledge, skills and abilities in the best possible way.

At the same time, it is equally important to remember that human beings are emotional beings. It is very important to satisfy their needs and wants to secure their cent percent effort and turn it into commitment. And this demands for what is called ‘Employee Engagement’.

Employee Engagement may be defined as the ability to influence the employees – their heads, hearts and souls to instill in them an intrinsic desire and passion to succeed and excel. Engaged employees develop a sense of oneness with their organization and want their organization to succeed wholeheartedly because they feel connected emotionally and socially to its mission, vision and purpose.

Employees may have several reasons to work for an organization-they may be attracted to its mission, vision and purpose as well as its goodwill in the marketplace, or by a belief that working with the organization, they could contribute to make a difference in the world. They may also be attracted by a handsome remuneration, reasonable working hours and other benefits. The quest to find out the best practices to retain and engage employees has forced HR pundits to carry out surveys on employee delight and employee satisfaction. One such survey defines ‘Employee Engagement’ as an alignment of maximum job satisfaction with maximum job contribution(Shashi, 2010).

**Employee Retention**

The three pillars of any higher education institution are quality of faculty, infrastructure facilities and learning environment but one of the major issues for higher education is ensuring the continued excellence of its faculty, to continuously improve and compete in the future as the number and diversity of
students is increasing, creating an institutional environment that values the recruitment and retention of an excellent and diverse faculty is more important than ever. A low faculty retention rate creates costly monetary and academic consequences for institutions and academic departments. Monetary consequences include a lost return on a previous investment, the monetary cost of recruiting a replacement, and the time of other faculty diverted to the hiring process.

Many people leave their job due to lack of promotion or less opportunity growth. Good faculty members are invaluable asset to any good academic institution. The entire institute should try to stop them from leaving the institute. Employees leave because they have been pulled away by "more pay" or "better opportunity." Yet, more than 80 percent of employees leave because of the "push" factors related to poor management practices or toxic cultures that drove them out.

While the global economy has begun to show signs of improvement, organizations are facing a huge challenge of retaining talent and arresting attrition. Right from the blue-collar workers to senior level executives from banking, IT and other sectors, all are today moving out from their organizations in search of ‘green pastures’ leaving companies in a lurch. So the current challenges faced by the organizations is to control attrition, if not eliminate it totally.

Commenting on layoffs during the economic downturn, Vineet Nayar, CEO of HCL Technologies, said that an inclusive strategy would work better in the long run. “Firing employees is easy to do, but it does long-term damage to the organization. If the employees feel the company will fire and hire at will, loyalty will go, and take away the fabric of our competitive advantage” he said.

With the changing economic scenario, job seekers, today, enquire completely about a organization’s work culture before they decide to join it. From an ordinary worker to talented employees, everyone is leaving their organization for better quality life. These have posed new problems to the organizations. The organizations are seeking various alternatives to overcome these problems. Some are
looking outside the country to search for talent aboard. Some are offering more benefits to their employees (Nag, 2010).

**Knowledge Management**

The ever-growing demand for higher education, complex socio-economic environment, urgent need for innovation, continuous trial for quality is some of the vital factors influencing management of knowledge in the higher education institutions. Knowledge Management is a significant factor in an organizations’ ability to gain competitive advantage and be commercially effective. Bollinger and Smith (2001) maintain that it is important to develop a mechanism for tapping into the collective intelligence and skills of employees in order to create a greater organizational knowledge base. The management of knowledge is also a process of enhancing existing knowledge, its networking and reusing the same with the ability to innovate. Efficient management of knowledge is a better understanding for higher education management which also deactivates stereotype management. The knowledge management will have a check at the different skills and knowledge of lecturers involved in the process, their level of knowledge management implementation, based on gender and educational levels. Thus, universities must have a significant level of knowledge management activities and continuously strive for progress in higher education (Shanthakumari, 2012).

**Making Talent Count**

In this era of increasing complexities and cut-throat competition, people are the last weapon for gaining competitive advantage. Regardless of the organization or country that one is working in, there is always a battle ready competitor trying to beat at the slightest opportunity available. Out of the four M’s that make up an organization (Money, Machine, Materials and Men), it is only the fourth M i.e., ‘Men’ that cannot be replicated and can be taken as a lasting weapon of competitive advantage. Talent in today’s world is hard to locate. A study conducted recently by a major global consultancy reveals that “the most important corporate competitive
economy, the war for talent is global not local. Talent is doing things easily which others find difficult. To manage talent, the key is to identify and encourage it. There must be a right match between the job requirement and the skill set of the job seeker”.

The new definition of talent management encompasses employees who are highly productive, multi-skilled, self-motivated and out-of-the-box thinkers.

With increasing globalization and proliferation of competitors, it is the responsibility of the organizations to make, build and nourish their talent pool that decides their survival in the long run. Besides, the role of talented employees in giving a sustainable competitive advantage is obvious and efforts to effectively manage this talent becomes a driving wheel for the growth and development of organizations (Garima, 2010).

**Building an Enabling Culture**

The importance of organizational culture as a concept has increased manifold in the present day business environment. With a demanding work environment, and employees spending majority of their productive life within the realms of an organization, the prominence of building a culture of commitment, growth and sustainability is needed to attract and hold talented people. It is a challenge for the management to develop such an “enabling culture- a common vision, mission and values” which instills a “we feeling” amongst the employees, and where the growth paths of the personnel and organizational intersect, rather than running parallel to each other (Garima, 2010).

**Freedom at Work Place**

Organizations can be democratic worldwide based on sound principles. The same passion and commitment of freedom and self-expression that drive countries to embrace democracy can be a compelling force behind organization’s motivation for democracy in the work place. Many people work in organizations that are far from democratic as they run with a mind-set of disparity, autocracy, confidentiality and unreliability leading them to fail in achieving their goals. The
systems that are created are disaster – prone from the beginning, which are designed to be unsuccessful without realization.

When there are too many restrictions in the name of beliefs, policies, systems etc., in reality, organizations have become like a dictating force in the lives of employees; they hardly get to make any personal choices. Plus even when the thoughts or the way of thinking is controlled, people are driven to think in a particular direction where dictatorship seems like the only choice. Employees know the minute they will stop taking instructions, they will not be able to survive in the organization. This level of learned helplessness also adds to the fact that people cannot make choices easily by forgetting meaningful ones (Arva Shikari, 2011).

1.11 SIGNIFICANCE OF THE STUDY

“The most valuable assets of a 20th century company were its production equipment. The most valuable asset of a 21st century institution, whether business or non-business, will be its knowledge workers and their productivity”.

-Managing Challenges for the 21st century, 1999

The above statement underscores the need for the development of human resources in institutions of learning.

Prime Minister Manmohan Singh, during the Conference of Vice-Chancellors at Rashtrapati Bhawan in New Delhi on Tuesday, 5th February, 2013, said that “We must recognize that too many of our higher educational institutions are simply not up to the mark. Too many of them have simply not kept abreast with the rapid changes that have taken place in the world around us in recent years, still producing graduates in subjects that the job market no longer requires.” Singh rued the lack of quality and poor global standing of Indian educational institutes. He said India’s higher education system has made a lot of progress over the last one decade, but “in recognition of the fact that expansion without quality improvement serves little purpose, we will now give overriding emphasis on quality”. The Prime Minister
added that “I think it is well worth exploring how we can introduce flexibility in our institutions to enable them to attract good faculty, raise teaching standards, encourage cutting-edge research and nurture talent.”

President Pranab Mukherjee, who was hosting the Conference at Rashtrapati Bhawan, New Delhi on Tuesday, 5th February, 2013, said besides being a powerful tool for the nation’s technological and economic advancement, higher education has to fulfill the aspirations of the young, who are restless and looking for direction. Quoting an erstwhile National Knowledge Commission Report of 2006, Mukherjee termed the declining quality of higher education as a “quiet crisis that runs deep”.

The above statements of big personalities underscore the need for strengthening the existing manpower resources in higher education to face challenges. The effective management of higher educational institutions is the need of the hour, in the backdrop of the dictum “as the head is, so the subjects are”. The failure of large scale enterprises is due to ineffective human resource management. Therefore, paying much attention to Human Resource Management Techniques would lead to maximization of educational outputs. A continuous interest shown towards human resource management would lead to the survival of the organization. Therefore, research efforts in this area are significant and meaningful.

1.12 NEED FOR THE STUDY

According to Pranab Mukherjee, President of India (2013), Indian universities need a “clinical examination” because of a perceived decline in their quality. The 38% shortage in teaching staff at Indian universities is a key challenge, he said at the Future of Indian Universities Conference organized by the O.P. Jindal Global University in Sonipat. Indian universities face other myriad challenges from a lack of research and innovation to their poor patents record, Mukherjee said and added “While India represents 17% of the global population, its share of patents is just 2%.
We cannot improve quality of education without improving quality of teaching”.

Pointing out that no Indian university was among the top 200 in a global list, the President asked the Human Resource Development Ministry and the University Grants Commission for time-bound action.

Naveen Jindal (2013), Chairman and Managing Director of Jindal Steel and Power Ltd and who has committed over 500 crores to the Jindal Global University, said Indian institutes need to bring global content to the class room and make education contemporary to provide an efficient workforce to industries.

The above observations of the great personalities indicate the need for continuous examination of the coordination of human resources in higher educational institutions. In this context, a need arises to study on human resource management functioning in colleges in India.

Academic institutions need five kinds of freedoms such as, to function effectively, to contribute best to the society, and to human civilization. Three of them are academic: the freedom to decide what to teach, whom to teach, and who will teach. The remaining two are economic and administrative; the freedom to decide where to find resources and the freedom to decide how to deploy those resources (Indiresan, 2007).

While the reputation and public image of educational institutions (and universities) in India are remarkable, their contribution to knowledge creation in the global context is somewhat limited. The most challenging task is to recognize this gap and initiate remedial measures by which this gap can be closed.

Educational institutions of repute are not only required to provide quality and skilled manpower, they are also expected to play the role of social change agents to initiate and bring about the necessary social changes in the society. Indian institutions need to reorient and prepare themselves to play this vital role.

To make an impact (in the society), educational institutions should constantly review their performance, reassess the direction, realign their priorities, and
rededicate to the academic pursuit and excellence through effective human resource management strategies.

India has the greatest asset of man power second to China. Indian higher education system is the third largest in the world, after China and the United States. There exists a paramount need to utilize fully the human resources and relates education to the needs and aspirations of the people. Since education has become a commodity, a higher education institution, like any other business organization, needs to satisfy its customers (learners) to survive in the business. In a core service of higher education, teaching is an intangible dominant. So there is a great pressure on the teachers to cope with the aspirations and expectations of the consumers, namely the learners. Moreover, the liberalization policy followed by the government of India in all fronts has posed newer challenges to the teaching community. Due to globalization, the attempts of some foreign universities in organizing their programmes in Indian soil have made Indian policy makers and educationists realize the need for the development of skills, competencies and capabilities of teachers at higher education level in particular. The management process in each college should be geared in this direction so as to attain excellence in education through teacher intervention strategies. The present study assumes greater significance in this context.

A perusal of related studies indicates some interesting findings on human resource management. The review indicates a dismal picture about research activities in the area of educational management in general and human resource management in particular. From the review of related studies, it is found only few researches were done on human resource management in higher educational institutions. The present higher education system warrants a body of organized knowledge in the area of human resource management to attain effectiveness and efficiency of educational system. The review of related literature indicates the need for research in the chosen area of study.
1.13 RESEARCH QUESTIONS

The following research questions are set forth for studying the present investigation:

1. Do the higher educational institutions effectively practice human resource management in sustaining quality?
2. Do the colleges in India create appropriate machineries for successful interaction with the environment?
3. Do the colleges create modern information and communication technology facilities for the teachers to carry out their academic activities?
4. Do all educational institutions plan for its future activities keeping in tune with revolutions taking place in higher educational system?
5. Do the colleges engage in explicit goal setting to ensure organizational effectiveness?
6. What is the level of skills with which the colleges deal with the teachers in terms of extending support and interaction?
7. Do the management authorities of the colleges take measures in disseminating information and induce better communication process among teachers?
8. Do the management authorities of the colleges take effort in staff development programmes as emphasized by National Accreditation and Assessment Council?

1.14 OBJECTIVES OF THE STUDY

The present study has both general and specific objectives.

General Objective

The general objective of the study is to find out the human resource management practices followed by the colleges in developing teacher potentialities.

Specific Objectives

The following are the specific objectives of the study:
i) To find out the extent to which the management successfully interacts with its environment.

ii) To find out the extent to which the management provides modern information and communication technology for the benefit of teachers.

iii) To find out the extent to which the management plans its future steps.

iv) To find out the extent to which the management engages in explicit goal setting.

v) To find out the level of skills with which the management deals with its members in terms of giving support, interaction and enthusiasm.

vi) To find out the extent to which the management disseminates information and induces better communication among teachers.

vii) To find out the extent to which the management takes efforts in staff development programmes.

viii) To find whether the human resource management functions differ on the basis of certain teacher and institutional related variables.

1.15 SCOPE OF THE STUDY

Knowledge dissemination, creativity and innovation are the life blood of mankind. Higher educational institutions play a vital role in the standard of living of human beings and in the economy of the country. It’s broad function covers management of higher education, re-orientation of higher education and quality assurance in higher education. They involve issues of public / private partnership, governance and equity as well as policy planning, health consciousness, physical fitness, professional ethics, value education and evaluation / assessment system and the most important issue of sustaining quality.

In developing countries like India, higher educational institutions play a vital role in the national development process. The higher educational institutions are experiencing mounting students’ expectations every day. Competition is blooming and the liberalization policy is accelerating at a phenomenal rate. The new competitive
environment puts extra pressure on higher educational institutions to improve the quality of education. To provide quality education, the higher educational institutions have to strive to change the teaching and learning scenario. In the learning situation, the institutions should create congenial atmosphere by providing best infrastructure facilities such as library, laboratory etc. In teaching situation, the institutions should take part in developing the skills, competencies and capabilities of the teachers. To impart quality education, the institutions should develop a favourable and conducive organizational climate. The pre-requisite for improving the organizational climate is, practicing the effective human resource management in higher educational institutions.

It is expected that the outcomes of this study will provide sufficient feedback to improve the human resource management practices in higher educational institutions.

1.16 CONTRIBUTION OF THE STUDY TO KNOWLEDGE

Educational research can play three major roles – i) a ‘Leading’ role in which research leads to decision-making policy, ii) a ‘Supporting’ role in which research contributes to existing policies and practices and in iii) a ‘Following’ role in which research follows on the lines of the finding. (“Improving Linkages between Research and Education Reform”; Report of Regional Seminar 1990, International Cooperation in Education, NIER, Japan)

**Leading role**

The present study intends to find out the effective human resource management practices followed in the colleges affiliated to Bharathiar University, Coimbatore in Tamilnadu. Educational organizations are basically people – processing organizations with the purpose of changing the behaviour of the learners. A systematic planning of man power resources and its execution significantly contributes to effective functioning of educational institutions. The academic activities are
formalized and standardized to meet the stated goals and objectives. The present higher education system requires effective human resource management that aims at enhancing quality and realization of desired goals and objectives.

In this context, the outcomes of the present study may help the authorities of the higher education in India to evolve needed policies and programmes to strengthen the higher education in India. The periodical revision of such educational policies is essential to face the challenges posed by 21st century.

**Supporting Role**

The outcome of the present study will help the authorities of higher education, both the central and state governments and the curriculum planners to realize the importance of effective human resource management practices in higher educational system. As a quality assurance measure, the study may highlight to what extent the human resource management activities are carried out in the colleges and thereby the authorities can take appropriate measures to create congenial academic environment in the citadels of higher learning. These steps may lead to sustaining quality in higher education. This kind of feedback may help the authorities concerned to come out with appropriate strategies in creating a good learning environment for better achievement of learners.

**Following role**

One of the aims of research is to point out the scope for further research in the area chosen for investigation. It is believed that the present study may also provide more scope for promising research activities in the chosen area of study. The present study will help in evolving a body of organized knowledge in human resource management and provide more scope for further exploration of research activities in human resource management to strengthen the higher educational system in India.
1.17 ORGANIZATION OF THE DISSERTATION

The present research report is organized into six chapters followed by bibliography and appendices.

Chapter I is the introductory part of the study. Here an attempt is made to state the problem in the right perspective. The significance of the problem, need for the study, objectives of the study, the research questions of the study and scope of the study have been dealt with in this chapter.

The conceptual framework of the study is provided in Chapter II. In this chapter, the variables under investigation are conceptualized in order to facilitate objective measurement of the variables.

Chapter III deals with the review of related literature. The studies done in India and abroad are reviewed in this chapter in order to identify the research gap of the study, understanding the relationship between variables, conceptualize the selected variables and avoid the duplication of work.

Chapter IV explains the detailed and systematic methodology followed for studying the present investigation. The hypotheses formulated, research methods employed, tools used, sampling techniques followed, data collection procedures employed and statistical techniques employed for analysis of data and delimitations of the study are discussed in this chapter.

Chapter V deals with the analysis and interpretation of the data. The application of descriptive, differential and multivariate techniques helps in the systematic analysis and tabulation of data.

Chapter VI forms the final part of the report which is labeled as ‘Summary and Conclusions’. In this chapter a brief summary of the study is presented. The implications of the study and the scope for further research in this area are discussed.
1.18 CONCLUSION

The socio-economic development of a country largely depends upon the effective organization and implementation of education. In India, education is seen as one of the ways to speed up social mobility and equality. The National Policy on Education (1986) visualizes that higher education should become dynamic in terms of consolidation and expansion of institutions, creation of more autonomous colleges and departments, redesigning the existing courses to cater to the needs of the learners, continuous training of teachers in the light of globalization of education, strengthening research and improvement in efficiency.

The globalization of education at national and international levels warrants effective functioning of institutions giving room to quality improvement. The quality improvement is the crux of the problem in Indian higher education. To sustain quality bench mark, there is a need for effective coordination among the working elements in the educational system. The human resources in the organization play a significant role in accomplishing the goals and objectives of higher education. Perhaps, managing the human resources is the prime objective of an institution in the context of globalization. The present study attempts to find out to what extent the human resource activities are carried out in higher education to fulfill the stated goals and objectives. The outcomes of the study will be useful to the policy planners to formulate appropriate strategies in strengthening effective coordination of manpower resources in higher educational institutions. Having raised the issue into the surface, attempts are made to conceptualize the variables involved in the study. This is precisely stated in the next chapter.